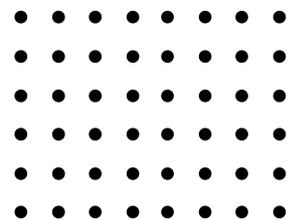
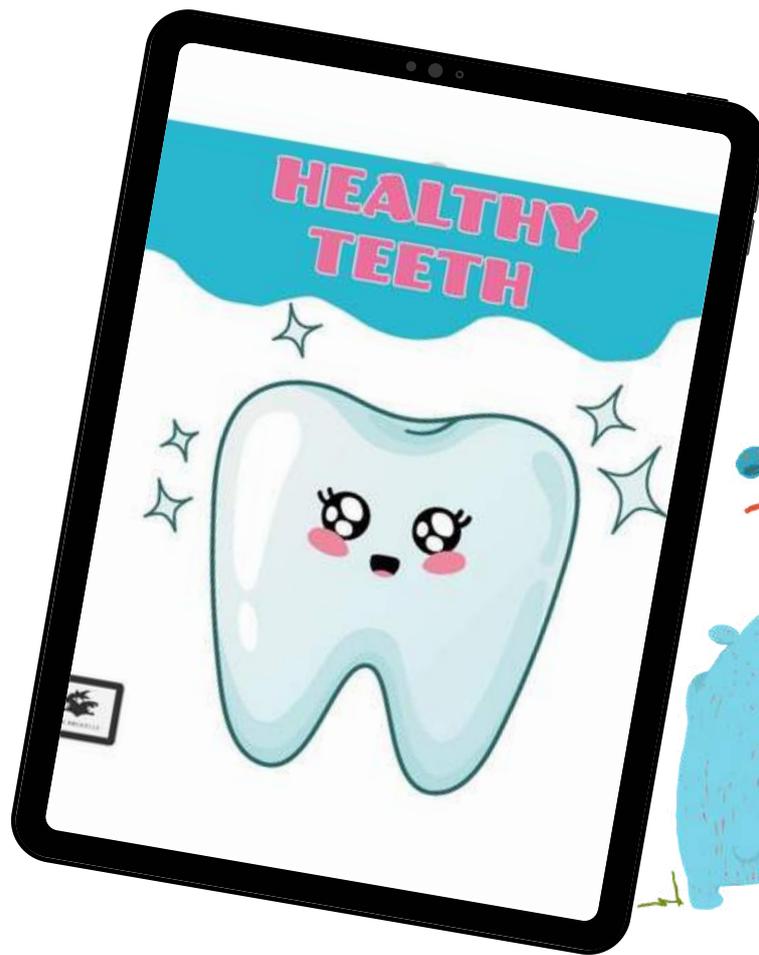


Teaching Plan

Health Series

Learning about teeth brush and clean



Book information

Book information

Grade Level Equivalent: 1-2
Lexile Measure:
Genre: Health Series

Ages: 4-6
Pages: 24
Subject/Theme: Chooses good health practices

Why this book

The purpose of this book is to teach how to take care of my teeth and prevent tooth decay.

This lesson helps learners think about the importance of looking after their teeth.

Objectives

The child will be able to:

1. Explain at least one reason why it is important to take care of his/her teeth.
2. Demonstrate proper teeth brushing.
3. demonstrate healthy dental care.
4. name three causes of tooth decay.
5. explain how to prevent tooth decay.
6. explain how a dentist/healthcare worker helps our teeth.
7. visit a dentist or have a dentist speak to their class.



Why should your teeth be healthy?
How do you take care of your teeth?
Do you really have to brush everyday?
Why do we use toothpaste?

Before you read



Introduction

Engage students' interest and build background knowledge by talking about Book Prunelle Health series. Ask students if they have read any of the books or are familiar with them.

Introduce the topic

Show learners a picture of a tooth and a picture of some teeth. Check learners know the singular and plural of tooth and teeth.

- Write the numbers 20 and 32 on the board. Ask learners to guess what the numbers mean.
- Did they know that children have 20 teeth and adults have 32?

Vocabulary

Knowing the meaning of the words and phrases below increases students' understanding and enjoyment of the word play in the book. Encourage them to look for clues in the text or in the special typefaces to figure out the meaning of unfamiliar words. Explain that some words and phrases are puns on popular idioms.

Use Resource #1: Vocabulary Cards on page 7 and distribute copies to students.



As you read



Reading the book

Modeled reading

Read aloud the first page of the book, asking the class to follow along. Project the text on a whiteboard or screen, if possible. Point out the words that have unusual typefaces. Ask students to describe how the typefaces provide clues to the meaning of the words. Remind students to look at the illustrations as they read for more clues about what is happening in the story.



There are things you can do to help prevent tooth decay.

1. Brush your teeth after eating. Let's review how to brush our teeth. Talk through the steps: wet toothbrush, put on some toothpaste, make little circles on the fronts of the top teeth, brush the backs of the top teeth, bottom row fronts, bottom row backs, tops of teeth, tongue and rinse.
2. Saliva is the watery material in your mouth. The saliva helps to clean out the bad bacteria that contain the acid that makes cavities in your teeth. Let the children cheer for saliva.
3. Some of the foods we chew with our teeth are good for our teeth and help them be strong and healthy. Foods with calcium and milk help our teeth. Some calcium building foods are green vegetables, oranges and beans. What are some foods with calcium or milk that you eat? Quickly go around the room while children name a calcium or dairy food.

Let's see which foods help our teeth be healthy and which foods don't.

Set a chair or object at each end of the room. One chair represents foods that make teeth healthy. The other chair represents foods that cause cavities and stains. Name food items that are commonly available in your area. Here are some ideas: Healthy teeth: dairy products, green vegetables, oranges, raisins, beans Unhealthy teeth: sugar, candy, carbohydrates produce acids (breads, crackers, chips), soda (contains sugar)

After you read



AGE GROUP: 3-5

Pass out a snack to each child. Make sure the children wash their hands before the snack is distributed.

• **Say:** "Do you think you could eat this snack without any teeth?" (Let the children respond) No, you're right. We need our teeth to chew our food. • Teeth are very important for good health.

Presentation/learning activities:

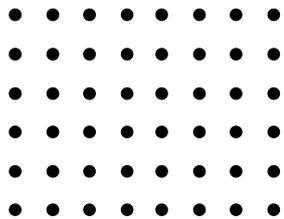
Have the children move to an area where they can brush their teeth.

- We just ate a snack, so now our teeth are dirty.
- Does anyone know what can happen to our teeth if they stay dirty, and we do not take care of them? (Let the children respond)
- Your teeth could become rotten and fall out.
- What do you do to take care of your teeth? (Let the children respond)
- We need to brush our teeth everyday to keep our teeth healthy.

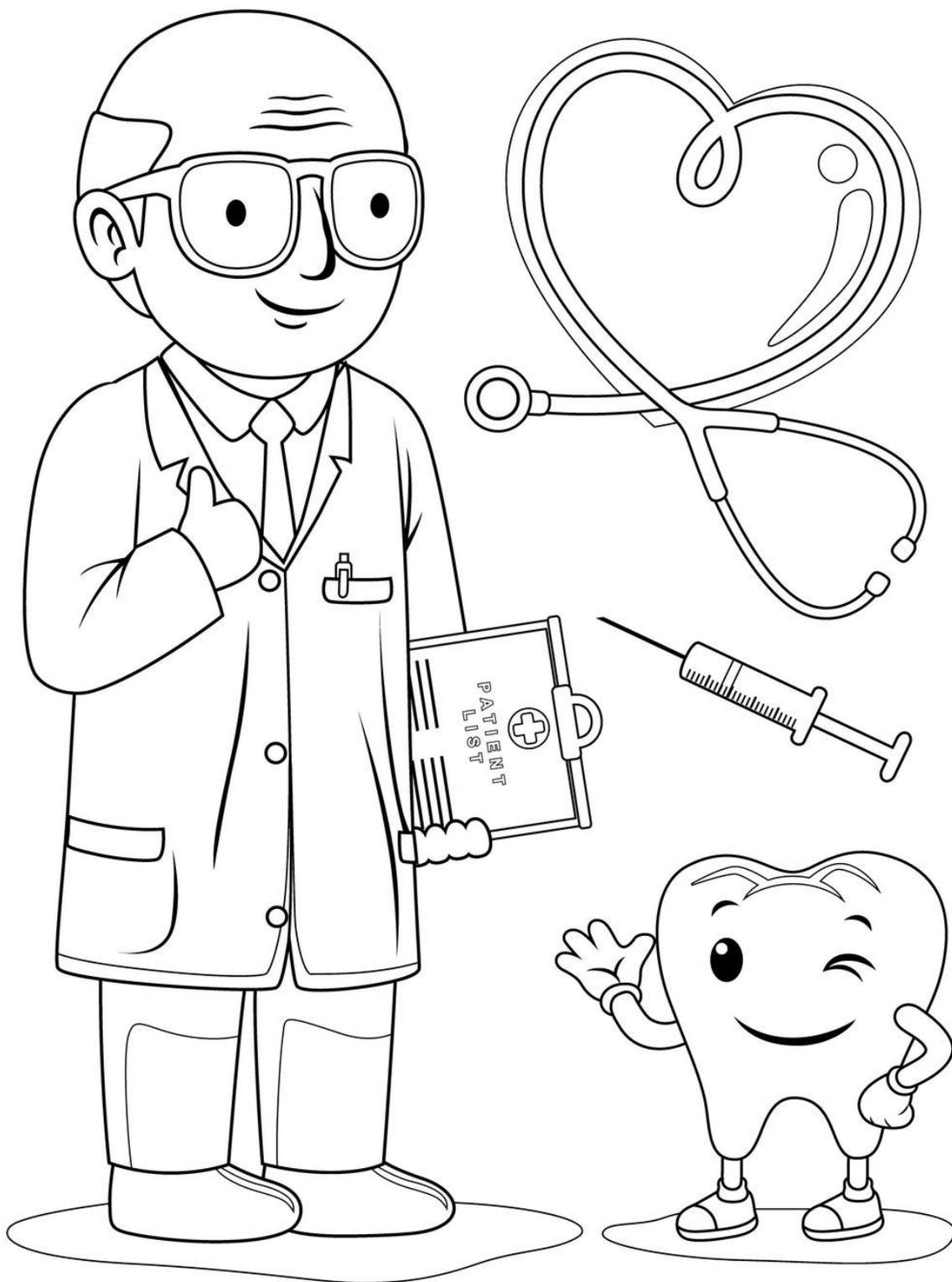
Demonstrate teeth brushing including careful use of toothpaste.

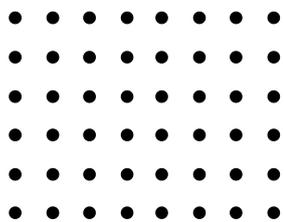
- Put a small amount of toothpaste on your toothbrush.
- Brush in circles on gums and each tooth 3 times from the back to the front, upper and lower teeth, and inside and outside of teeth.
- Spit in an appropriate place and demonstrate how to wash out toothbrush.
- Allow the children to brush their teeth.
- Carefully watch and assist as the children are brushing.



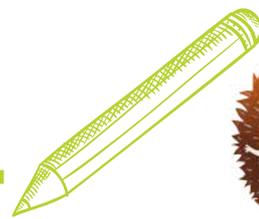


Coloring

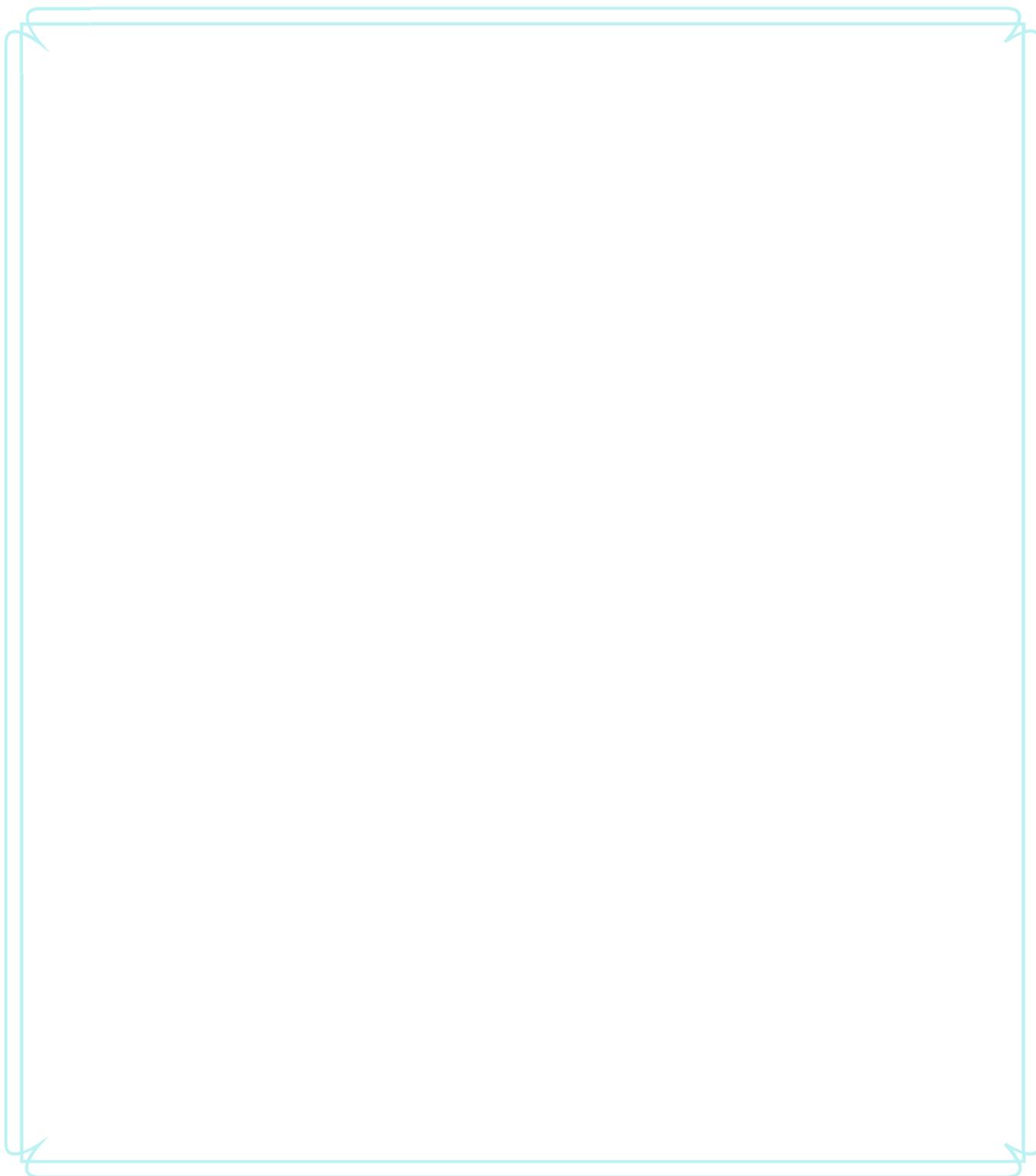




Drawing



Draw a picture of yourself with a big beautiful smile.



▶▶ Brush Bus Song

Instructions

Before playing the song 'Brush Bus', pause the song at the beginning. Ask learners what they can see (a bus, teeth, a toothbrush, toothpaste) and what the bus is going to do (brush his teeth).

- Now give learners exercise 1 of the activity sheet to do: matching the words and pictures.
- Play the song. Encourage learners to join in with actions for brushing their teeth.
- After the song, ask learners to tell you how the song says to brush your teeth (round and round, at the back, at the front).

Now ask learners to complete exercise 2 of the activity sheet: matching the pictures and the brushing instructions.

- Now practise those lines from the song. If your learners are strong enough, also practise the chorus of the song together.
- Play the song again and encourage learners to sing along and do the actions.



▶▶ Brush Bus Song

Hey everybody it's the brush bus
Find your toothbrush and your toothpaste

Let's have fun and brush.

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

Move your brush round and round

Move your brush round and round

Move your brush round and round

Move your brush round and round.

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

All brushed at the back, brush at the back

All brushed at the back, brush at the back

All brushed at the back, brush at the back

All brushed at the back, yes, you brush at the back.



Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

All brushed at the front, brush at the front

All brushed at the front, brush at the front

All brushed at the front, brush at the front

All brushed at the front, yes, you brush at
the front.

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

Won't you show me how?

Brush your teeth everybody

Let's all brush them now

Brush your teeth everybody

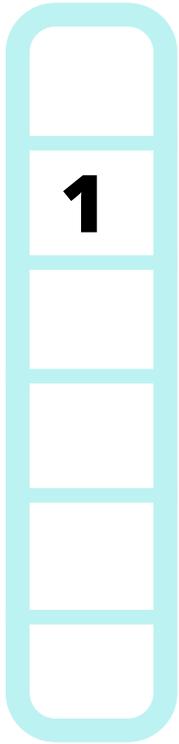
Won't you show me how?

Now all you gotta do, all you gotta do, all you
gotta do is smile!



▶▶ What's the order?

Listen to the song and put the sentences in order.



All brushed at the front, brush at the front.

Hey everybody it's the brush bus.

Find your toothbrush and your toothpaste.

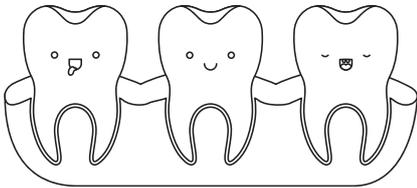
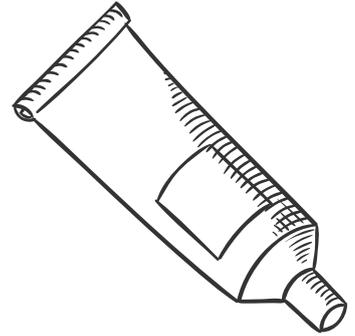
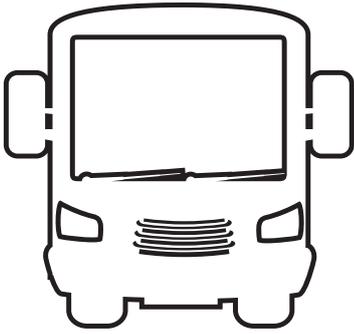
All you gotta do is smile!

All brushed at the back, brush at the back.

Move your brush round and round.

▶▶ Match them up

Draw a line to match the picture and the word.



Bus

Toothbrush

Toothpaste

Teeth

Smile

Brushing

▶▶ Tooth Family Song

Instructions

Ask learners how many teeth babies have when they're born (none) and when they start growing teeth (around 6 months old).

- Do they keep these teeth forever?
- Ask learners if they have lost any teeth yet.
- Will they get new teeth?



1. Play the 'Tooth family' song and ask learners to listen and find out what teeth each family member has or doesn't have (baby: has got two teeth; girl: has lost two teeth; mother: has got all her teeth; grandad: has got two teeth and wears false teeth).
2. Ask learners to complete exercise 1 of the activity sheet. Discuss with learners why the baby only has two teeth (he's growing his first set), why the girl has lost two teeth (she's losing her first set but will grow more), why the mother brushes her teeth so much (it's important to look after your second set of teeth) and why the grandad only has two teeth and wears false teeth (because if you don't look after your second set of teeth, they will fall out and you don't grow any more).
3. Now play the song again and ask learners to complete exercise 2 of the activity sheet. Practise the sentences together and then play the song again, encouraging learners to sing along.



▶▶ Tooth Family Song



This little baby only has two teeth
Just two teeth, just two teeth
One on top and one beneath
And he drinks milk all day long.
This little girl says, 'What shall I do?
I had my teeth but I've lost two'
Her mother says, 'Suzie, I can say to you
You'll soon grow plenty more.'
This is my mother and she keeps hers clean
Brush, brush, brush, see what I mean
This is my mother and she keeps hers clean
And she chatters all day long.
My grandad he only has two teeth
Just two teeth, just two teeth
One on top and one beneath
So he wears false teeth all day.
Clean them in the morning and at night
Children, grown-ups, keep them bright
Then when you're old if you did it right
You'll still have all your teeth.
'Don't forget now, children
Every night and every morning
Brush, brush, brush
Carefully now!'



▶▶ Tooth Family activities



Order them up

Listen to the song and put the sentences in order.



My grandad he only has two teeth.

This little girl says, 'What shall I do?'

This little baby only has two teeth.

Don't forget now, children!

This is my mother and she keeps hers clean.

Clean them in the morning and at night.

Choose the answer!

Listen to the song. Circle the correct answer.

- | | |
|--|--------------------------|
| A. This little only has two teeth. | girl / baby / family |
| B. He drinks all day long. | water / juice / milk |
| C. I had my teeth but I've lost . | two / three / four |
| D. You'll soon plenty more. | lose / grow / find |
| E. She all day long. | chatters / cooks / works |
| F. He wears false all day. | nails / hair / teeth |
| G. If you did it , you'll still have all your teeth! | quickly / wrong / right |

▶▶ Extra activities

Extension activities

Brainstorm ideas with learners about what else is important for looking after teeth as well as brushing them. Write their ideas on the board.

- Lower levels can make a simple poster with 'should' and 'shouldn't' columns, where they can draw and write good and bad things for looking after teeth.
- Higher levels can design a questionnaire to find out how well their partner looks after their teeth. They should write five questions with a, b, c answers, for example 'How often do you brush your teeth? a) twice a day, b) once a day, c) once a week'. Then they can design a points system, e.g. two points for answer a, one point for answer b, and no points for answer c.
- They can also write some sentences to describe the result, for example 'between 8 and 10 points: Excellent – you really look after your teeth well!' and so on. Monitor and help as necessary.
- Once learners have finished their questionnaire, they can swap with a partner and answer each other's questions, then add up their points and find out their result!

STEM activities

Hold up a hard-boiled egg. This egg represents a tooth. Your tooth has a hard, protective covering called enamel. Point out the similarities with the shell of the egg. Let the children feel the hard shell. When you eat something, little pieces of bad bacteria or germs stick to your teeth. What are bad bacteria or germs? (they are tiny and invisible and can make us ill) Remember, some bacteria are good and help your body break down and digest the food you eat. Have you felt a sticky kind of coating on your teeth? Let the children respond. This is called plaque. Stick several little stickers or pieces of cello tape on the egg. Today we will learn what happens when the plaque stays on your teeth.

Hold up the egg that soaked in vinegar. This egg was soaked in vinegar. The vinegar acted just like the plaque does on your teeth. The shell of this egg has dissolved or melted away. Let the children feel the egg. When the enamel gets eaten away by plaque, the inside of your tooth is exposed. Inside your teeth are nerve cells and blood vessels. When a nerve cell is no longer protected by tooth enamel, your tooth hurts. Have you experienced a toothache? Let the children respond.

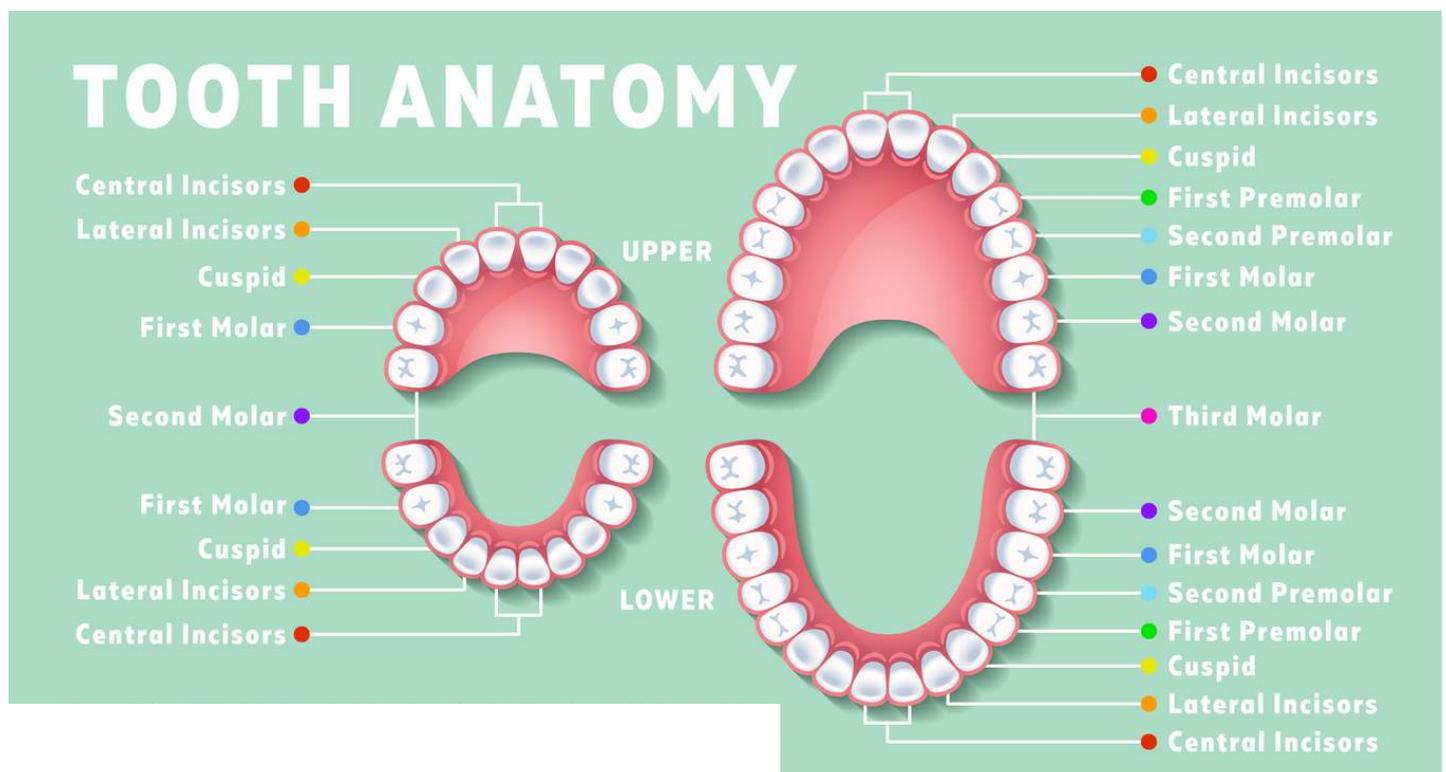


▶▶ Tooth Anatomy

Type of teeth

Show learners a diagram of teeth on the board, looking down so that you can see all the different types of teeth. Alternatively, use a set of toy teeth if you have them. Talk about the teeth at the front and ask learners to use their tongue to feel their front teeth and describe them (flat at the front, thin, sharp). Tell learners these are called 'incisors' and label them on the diagram on the board. Now do the same for the canines (triangular, pointy) and molars (wide, square, flat on top). If you have some hand mirrors available, let learners look at their teeth in the mirror and compare to the diagram.

- What function do these teeth have? Ask learners to imagine eating an apple (or bring some apples for the learners to really eat!) and think about what the incisors, canines and molars do as they eat (incisors bite, canines tear and molars chew).
- Ask learners to copy the diagram of the teeth into their notebooks and label it. They can also write sentences to describe the function of the different teeth.





Questions

Q1: How many times a day do we need to clean our teeth?
.....

Q2: What substance are teeth made of?
.....

Q3: How many teeth a kid has?
.....

Q4: How many teeth an adult has?
.....

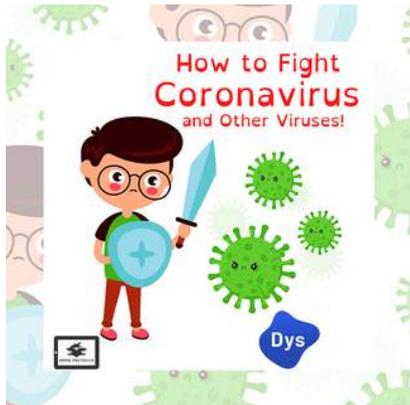
Q5: How many teeth do you think a cat has?
.....

Q6: How many teeth do you think a pig has?
.....

Q7: What are three things you can do to help prevent tooth decay?
.....

Read **more**

Use these books and other Book Prunelle resources to expand your students' study of the book or theme.



How to fight Coronavirus and other viruses

Collection: Mini stories

Age: 6+

Grade:

There are lots of viruses in the world...but don't worry! Let's talk about how to keep yourself safe and healthy!

Urban farming

Collection: Mini stories

Age: +4

Grade:

Having a garden and growing your own food is possible – even in big cities!



The super vegetables

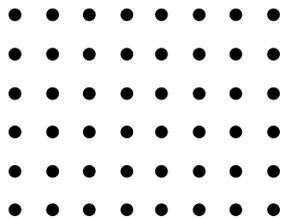
Collection: Mini stories

Age: 4+

Grade:

There are so many different types of food and all of them are awesome and good for you!





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